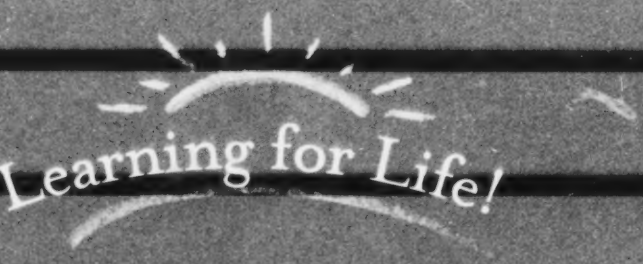
Saskatchewan
Learning

MARCH 2003

Intake and Assessment Framework

for Basic Education and Related Programs for Adults



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EXECUTIVE SUMMARY

This framework was created with assistance from the Basic Education and Related Programs Assessment Reference Group[1] established by Saskatchewan Learning (formerly Post- Secondary Education and Skills Training)[2] in February 2000.

The Basic Education and Related Programs Assessment Reference Group served in an advisory capacity and made recommendations to the department on the development of a provincial initial assessment framework and an implementation process for service providers/organizations within Saskatchewan's basic education and career and employment service delivery system.

The framework supports the efforts of existing organizations within the post-secondary sector that are working on improving mechanisms to facilitate transitions for individuals amongst providers of basic education and related programs. Within basic education and career services, one of the main goals is to ensure appropriate, consistent and effective referral and placement of individuals in programs.

The framework will also assist new delivery organizations to develop their intake and assessment processes in ways that are consistent with provincial standards and ways that best suit the individuals they serve. Organizations are expected to develop their intake and assessment policies and procedures using this framework.

This document articulates:

- the guiding principles for the development and delivery of quality initial assessment and intake services;
- a provincial initial assessment model;
- baseline standards for data collection;
- protocols for information gathering and sharing; and
- processes for the implementation and evaluation of the model.

Supplemental materials are provided in eight appendices. These materials include topics such as best practices, sample forms, assessment tools and an evaluation framework.

The framework acknowledges the complexities of the different assessment processes used by organizations. It serves to meet the diverse needs of individuals requesting services and, therefore enhance the delivery of services.

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[1] For a list of representatives on this committee, refer to Appendix VIII – Acknowledgements.
[2] In April, 2002 Saskatchewan Post-Secondary Education and Skills Training became part of a new department, Saskatchewan Learning.

CONTEXT

The Initial Assessment Framework was designed to assist service providers/ organizations within Saskatchewan's basic education and career and employment services delivery system to develop complimentary and effective referral and placement services for individuals who are interested in pursuing further education, training or employment.

Organizations[3] that will be affected by this framework include Dumont Technical Institute (DTI), Saskatchewan Indian Institute of Technology (SIIT), Regional Colleges, the Saskatchewan Institution of Applied Science and Technology (SIAST), Canada-Saskatchewan Career and Employment Services (CSCES), and an array of community-based organizations (CBOs). These organizations provide a selection of services and programs that are included under the umbrella term, Basic Education and Related Programs.

Basic Education and Related Programs include services and credit and non-credit programs that are designed to help learners achieve their goals. The following lists provide some examples of services, non-credit programs and credit programs that are included within basic education and related programs. This list, while comprehensive is not necessarily all-inclusive.

Services may include:

- intake and assessment;
- access to Elders;
- personal, academic and career counselling;
- tutors and/or learning specialists;
- cultural programs and services;
- inclusion and supports for people with disabilities; or
- access to distance education opportunities.

Non-credit programs may include:

- literacy, family literacy and workplace literacy;
- work placement;
- employment readiness;
- life skills;
- career exploration and development;
- preparation for post secondary programs;
- pre-apprenticeship training; or
- English as a second language/English as a second dialect.

[3] The term organization as defined above and in the glossary will be used throughout the remainder of this document for brevity.

Credit programs include:

- Basic Education 10 (levels 1, 2, 3,);
- Adult 12; or
- GED.

Individuals who approach organizations for assistance are typically seeking information that will assist them to make some career decisions that relate to further education, training or employment. This document may be a valuable tool for organizations that are not directly involved in delivery of Basic Education and Related Programs or for agencies that work with individuals who have other goals. The main intent however, is to assist organizations that provide intake and assessment services to individuals with goals related to further education, training or employment.

BASIC EDUCATION AND RELATED PROGRAMS ASSESSMENT REFERENCE GROUP

In 1999, Saskatchewan Learning (formerly Post-Secondary Education and Skills Training) contracted with KPMG Consulting to conduct a formal evaluation of Basic Education Programs in the Province of Saskatchewan. The Basic Education Evaluation Working Group prepared recommendations following receipt of the final report. One of the recommendations arising from the Basic Education Evaluation was to develop a standardized assessment process/protocol for applicant eligibility, program suitability, and applicant screening for use by the organizations that provide services within Saskatchewan's basic education and career employment services delivery system. In response to this recommendation, the Department established the Basic Education and Related Programs Assessment Reference Group to develop a common initial intake assessment framework with standardized policy, language and processes.

The Assessment Reference Group consisted of representatives from SIAST, Regional Colleges, Dumont Technical Institute, Canada-Saskatchewan Career and Employment Services, Community Based Organizations, Saskatchewan Indian Institute of Technologies and Programs Branch, Saskatchewan Learning.

The initial assessment framework is intended to:

- ensure that individuals throughout the province, have access to an assessment process that provides them with the information they need to choose programs and services appropriate to their learning needs and career goals;
- ensure appropriate, consistent and effective referral and placement of individuals in programs offered by Saskatchewan's basic education and career and employment services; and
- ensure that individuals have greater involvement into their career plans.

Part of the mandate of the committee was to develop a work plan based on the following objectives:

- To develop and adopt a provincial assessment framework based on guiding principles and best practices to be used by service providers in Saskatchewan's basic education and career and employment services delivery system;
- To review the current assessment models and practices utilized by various organizations within the Saskatchewan delivery system, and to do a literature research on successful assessment models used in other jurisdictions;
- To establish a common language, including definitions, with respect to the processes used by organizations in Saskatchewan's basic education and career and employment services delivery system;

- To outline a process to assist organizations to choose appropriate assessment tools and to provide an inventory of commonly used assessment tools;
- To establish and adopt common assessment and referral procedures for organizations in Saskatchewan's basic education and career and employment services delivery system; and
- To design and develop a process for the evaluation of the assessment framework and the implementation process.

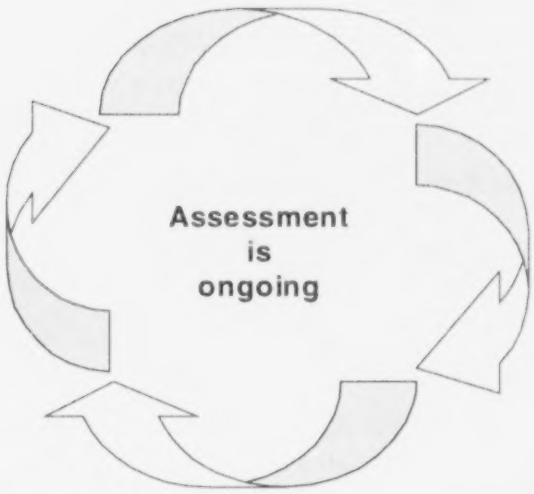
Given this mandate, the committee developed processes to work together to develop the framework. Initially all organizations represented on the committee gave presentations that included their current initial assessment processes and the types of testing instruments used.

The committee reviewed literature and current practices with respect to initial assessment processes. The regional college report, *A Standardized Individual Intake Assessment Process* (June 1999), compiled by Dr. R. G. Fast and the Saskatchewan Literacy Network document, *Best Program Practices* (March 2000), formed the basis for many discussions and decisions made by the committee.

ASSESSMENT AND INITIAL INTAKE

What is Assessment?

Assessment may be viewed as an ongoing process. Assessment involves both gathering of information and using that information for feedback to modify and improve individual outcomes.



The assessment **process** helps to identify individuals' strengths and needs, as well as to determine the most appropriate and effective means of helping individuals learn and grow.

Assessment **instruments, policies and practices** facilitate the decision making process and are not intended to limit opportunities, promote cultural biases, or dilute instruction.

Quality assessment requires working with individuals to assess their current situation, interests, goals, learning strengths and areas of difficulty to direct instruction and enhance learning. Assessment is a process that develops self-confidence/self-esteem, supports the individual and empowers the individual to make decisions and take actions.

Assessment is the respectful, systematic, ongoing process for gathering academic, career and personal information with individuals in order to make decisions about the provision of programs and/or services.

Initial assessment is the segment of assessment that is initiated by the first contact (request for program or service) through to decision-making (choice, recommendation and/or referral).[4]

[4] Adapted from *A Standardized Individual Intake Assessment Process For Basic Education.*

Guiding Principles for Initial Assessment

Guiding principles are the values and belief/truth statements that guide planning and decision-making.

Initial assessment is essential for appropriate decision making, both for individuals and organizations. Guiding principles form the foundation for providing quality assessment services. The following guiding principles, adopted by the Reference Group, are important to quality assessment services and individual success.

Guiding Principle 1: Individually-Centred and Flexible

Individually-centred initial assessment engages the individual in a proactive way and takes into consideration a person's unique life experiences and circumstances. This may include discussing successes and challenges in learning, work and personal experiences.

Initial assessment is flexible in order to address individual and cultural differences. There is no one best approach to assessing adults. A variety of assessment strategies are used to identify individuals' strengths and needs, to suggest appropriate placements, to recommend instructional strategies, and to identify counselling needs.

Guiding Principle 2: Respectful and Confidential

Initial assessment is conducted in a culturally sensitive, non-threatening manner that is respectful of the individual and that ensures confidentiality. Effective assessment is facilitated by personnel who have the ability to collect and interpret data in a respectful and confidential manner.

Guiding Principle 3: Based on Many Relevant Sources of Information

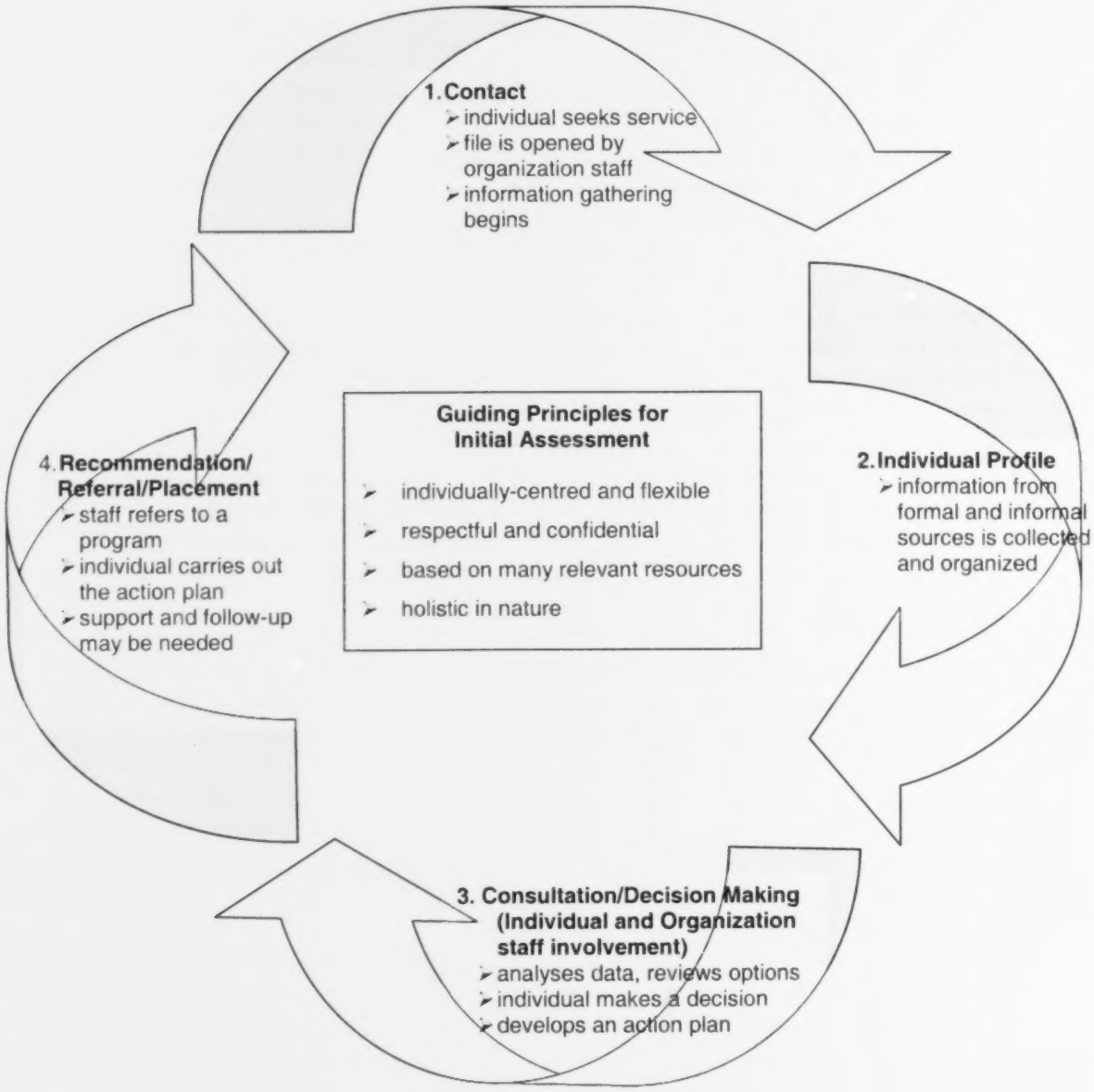
A sound assessment process utilizes many relevant sources of information. Initial assessment incorporates information from formal assessment tools, such as norm-referenced tests, and informal assessment tools, such as intake interviews or the use of portfolios. Relevant information from previous assessments and programs attended is also recognized as another source of information.

Guiding Principle 4: Holistic in Nature

The needs of individuals and their families are addressed holistically, recognizing the interconnected nature of issues and their solutions. The needs and well-being of the individual are considered in the context of the many family, cultural and community relationships which nurture them.

Initial Assessment Model

This initial assessment model represents the processes and procedures for providing intake and assessment services to individuals. It represents the minimum standard with respect to provincial practices and expectations for intake and assessment services.


1. Contact
individual seeks service
file is opened by organization staff
information gathering begins
2. Individual Profile
information from formal and informal sources is collected and organized
3. Consultation/Decision Making (Individual and Organization staff involvement)
analyses data, reviews options
individual makes a decision
develops an action plan
4. Recommendation/ Referral/Placement
staff refers to a program
individual carries out the action plan
support and follow-up may be needed
Guiding Principles for Initial Assessment
individually-centred and flexible
respectful and confidential
based on many relevant resources
holistic in nature

There are four steps to the initial assessment process: contact, individual profile, consultation/decision and recommendation/referral/placement.

1. Contact

Initial assessment starts with the first contact by the individual seeking services from an organization delivering basic education, literacy or other services. Once an individual has contacted the organization and has indicated the reason for the contact, a file is started and the process of collecting the appropriate information needed to assist the person to make a career decision begins.

Organizations will gather information from a variety of sources, including data provided by the individual, test results and data received from other organizations or individuals. Organizations must be open about their policies and practices for the management of personal information and must ensure individuals are fully informed of their rights and responsibilities regarding data collection and sharing. Guidelines for the development of data gathering and sharing policies and practices are detailed on pages 16 - 18 of this document.

The method of gathering information will vary depending on the needs and circumstances of the individual, the purpose of the organization and the availability of pre-existing information. Individuals may complete application forms, submit transcripts and participate in interviews. In addition, new data may be generated through the administration and analysis of informal and/or formal assessment tools or data may be gathered from other agencies that have provided basic education, literacy, K-12 education or career and employment services. Organizations shall, where practical, collect personal information directly from the individual. When information is required from other sources, the releasing organization must ensure that the individual provides written consent before any information is released.

A variety of adult-appropriate assessment tools should be used to assess the skills, abilities and challenges of each individual and to make placement decisions. Guidelines for the selection appropriate assessment tools are included in Appendix VI.

Once the information has been collected it may be summarized in the following seven categories:

1. Personal Information
2. Employment History
3. Education History
4. Academic Skills
5. Career Exploration Activities and Career Plan
6. Challenges or Accommodations
7. Action Taken

2. Individual Profile

An Individual Profile or student portfolio is a collection of documents that provide information about an individual's abilities, characteristics, or career interests and choices. The Individual Profile provides a framework for the systematic collection of data that may be used to provide appropriate services to individuals and to facilitate their efficient placement.

Data collection processes that are currently being used by organizations during basic education intake and assessment vary widely throughout the province. This framework expects that organizations will begin to standardize their data collection processes and collect the required data to conduct an initial assessment of an individual for Basic Education and Related Programs. All data collected must be stored using the individual profile template (see Appendix III) as a guide in order to facilitate information sharing amongst organizations. Policies and practices for gathering and sharing information are discussed in more detail beginning on page 16 of this document.

Organizations are expected to develop an Individual Profile for each person who approaches the organization for service. A sample Individual Profile has been attached in Appendix III. The type and amount of data collected from an individual will vary depending on the individual and his/her circumstances. However, baseline data, as described in Appendix III, is considered the required data that must be collected to conduct an effective assessment.

The Individual Profile data has been divided into the following five sections:

A) Release Form – A release form must be signed to authorize the administration of tests and/or the release of information to a specific organization. The release must specify that the individual understands the nature of the test and in the case of information sharing, what information should be shared and who should receive the information. Release forms cannot be post dated, must be specific to a program or service and should be regularly reviewed. Please see Appendix V for sample release forms and page 18 for information regarding informed consent.

B) Baseline Information – This information will provide an initial "picture" of the individual and is valuable during initial assessment. With the appropriate consent, specific portions of this data may be shared among organizations.

C) Detailed Personal Information – This section contains standardized test results, demographic information, reasons for leaving employment and other detailed and personal information about a person. Portions of this information may be shared for a specific purpose with the consent of the individual.

D) Challenges and Accommodations – This section may include social history, disability-related information or other very personal information. This information is personal and confidential and normally would not be shared with other organizations.

E) Action Taken – This section contains information on the action taken by the individual, the recommendations of the counsellor and any referral that has been made on behalf of the individual. This information may also be shared among organizations with permission from the individual.

Individual Profiles are developed and retained by the organization providing service and may be expanded by the organization as the individual progresses. When collecting data, organizations must use consistent and secure storage and collection methods. This will ensure individual confidentiality and will facilitate a request for information sharing in the future.

The individual should be encouraged to keep a copy of the profile and related documentation such as letters of reference, transcripts, certificates, or information relating to Prior Learning Assessment and Recognition (PLAR)[5] for his/her personal portfolio. When individuals transfer to other organizations, specific information from these profiles can be shared to avoid unnecessary testing and information gathering by the receiving organization. The information contained within the Individual Profile may be shared with other organizations under the following conditions:

- the individual understands what specific information is being shared/released;
- the individual understands the purpose for the release of information and how that information will be used;
- a release of information document has been signed by the individual granting permission to share a specific piece of information; and
- the information is being sent to an organization that is responsible to ensure that the information is used by individuals who have the appropriate credentials to understand and interpret the data being shared.

It should be noted that the individual has the right to choose not to give permission to share the information collected. The possible consequences if any, for that choice need to be discussed before the individual makes a final decision.

[5] PLAR is a process that looks at what a person knows and can do and gives recognition for skills and knowledge. This learning may have been acquired through work and life experiences such as on-the-job training, community and volunteer work, independent study, leisure activities, military service, and formal education (*Saskatchewan Labour Force Development Board, PLAR Services Project*, 2001). PLAR is also called Recognition of Prior Learning or RPL.

3. Consultation/Decision Making by Individual

The individual needs to be actively involved throughout the entire initial intake and assessment process. Staff should provide individuals with information about a wide range of possible options and appropriate available programs/services that will best meet their personal, career and employment goals.

Organizations need to ensure that qualified personnel with appropriate credentials are available to review the Individual Profile and other relevant data in order to conduct effective and meaningful consultations with individuals regarding their options and choices. Qualified personnel may include counselling practitioners, instructors with a Bachelor of Education and those staff members with specific credentials to provide counselling and/or interpret test results. Results of testing instruments and their implications should be discussed openly and honestly with each individual. This information should facilitate the individual's decision-making process.

The consultation process must involve, at a **minimum**, one in-person meeting to discuss the pros and cons of each option before arriving at a decision. Some individuals may require additional assistance and, as a result, they may be asked to participate in several subsequent interviews, conduct additional research or participate in further assessment before options are chosen and an action plan is developed.

During this consultation some individuals may request assistance to resolve a personal or family issue such as substance abuse, childcare, transportation and housing. Qualified personnel should be identified and available to assist the individual to locate appropriate supports to help the individual address these issues.

4. Recommendations/Referral

Initial assessment ends when a recommendation or referral to a program, service or organization has taken place. This referral, recommendation or action taken should be documented in Section E of the Individual Profile.

Once recommendations or referrals have been made, individuals will continue to require support and follow-up services to implement their action plans. There may be a waiting period between the time a recommendation/referral is made and the actual start date of the program or service. Therefore, the organization's staff should assist the individual to develop some intermediate steps or actions while waiting for a program to begin. Each organization must be prepared to provide flexible, appropriate support services to address the needs of the individual and should identify a contact person to provide these services.

Information Gathering and Sharing

The initial assessment framework provides a model that is based on common provincial practices and guiding principles. As part of this framework, information is gathered to develop comprehensive individual profiles that will assist the individual to develop action plans and make decisions. Once a profile has been developed, portions of it may be shared with another organization when an individual provides consent and requests records to be transferred.

Organization policies, relevant legislation, the benefits to and the rights of the individual need to be considered when gathering and sharing information. Organizations must ensure that individuals are treated according to the guiding principles of respect and confidentiality that have been outlined in this framework.

1. Benefits

The development and use of common data collection processes and information sharing protocols provides a benefit to both the organization and the individual receiving service.

Benefits of common data collection and information sharing protocols include:

- increased portability/mobility throughout the province;
- improved placements to meet goals/learning needs;
- improved success rates of individuals in programs;
- increased convenience for individuals and organizations;
- reduced costs for data collection, storage and reporting;
- improved individual service;
- improved consistency and speed of data collection;
- improved data needed to plan specialized programs, which impacts wait lists; and
- improved decision making by the individual receiving service and by those providing the service.

2. Policies and Practices

During the basic education intake and assessment process, individuals may be requested to complete application forms, participate in entrance exams or submit academic, personal or financial information to an organization that delivers training. When collecting information, organizations and agencies have the responsibility to ensure that any data collected is directly related to existing or proposed Basic Education and Related Programs and services. Organizations should, where reasonably practical,

endeavor to collect personal information directly from the individual and releasing organizations must obtain written consent to release data.

An organization is responsible for all personal information under its control. As a result, any organization that gathers and shares information should develop policies and practices for the management of this data and should assign responsibility for data management to an appropriate staff person(s). Organizations also need to develop communication strategies so that the policies and procedures regarding confidentiality, informed consent, data collection and information sharing may be appropriately conveyed to individuals seeking service.

These policies:

- must respect the rights of the individual;
- provide for security safeguards;
- meet the relevant legislative requirements; and
- must be a useful tool for the organization.

Sharing of information between organizations may be formalized with the use of a written memorandum of understanding that outlines agreed-to standards for data collection and sharing. Although a formal memorandum of understanding may not be required by all organizations, it is expected that all organizations will develop written policies and procedures for the collection, securing and sharing of information.

Information sharing generally takes place as a result of a written request from one organization to another. This written request must be signed by an authorized representative of the organization and must include a consent form signed by the individual. Information sharing will become more convenient for both the individual and the organization when organizations begin to develop and use an Individual Profile (Appendix III). The Individual Profile (Appendix III) contains a list of baseline and detailed information that may be used as a standard data collection guide.

When developing policies, forms and procedures, regulatory bodies such as the Saskatchewan Human Rights Commission, the Freedom of Information and Privacy Commissioner or the federal Privacy Commissioner might be contacted for advice and guidance on questions relating to the collection of personal information. Once an organization has developed a protocol for management of personal data, the organization should ensure that it is reviewed by legal counsel for compliance with current federal or provincial legislation.

The Canadian Standards Association has developed a set of ten interrelated principles that form the basis of the Canadian Standards Association Model Code for the Protection of Personal Information. This code is a nationally-recognized standard for the protection of personal information and was used as the basis for several pieces of Saskatchewan privacy legislation. This is a voluntary standard that may be adopted by

organizations and used as a tool to develop policies and practices that control the amount, use and disclosure of personal information. The ten principles that form the basis of the Canadian Standard Association Model have been attached as a reference in Appendix IV.

3. Informed Consent

Organizations must respect the needs of individuals throughout the intake and assessment process. When policies and procedures are developed to address issues relating to personal information, the rights of the individual should be paramount in the planning process.

Individuals need to be provided with the appropriate information at all stages in the initial assessment process in order to make sound decisions. The individual should be made aware of the organization's overall protocol regarding confidentiality, data collection and information sharing. In addition, the individual must be informed, before or during the data collection process of the reasons for the collection of and the subsequent use of any data. For example, individuals should be advised of entrance requirements for a specific training program during an initial contact or an inquiry for the training. If individuals choose not to provide the data that is required, they need to be aware that they may not be eligible for certain programs.

Information that is not relevant to the plan of the individual or the purpose of the organization should not be collected. For example, notes from an individual's counselling session or medication history may not be relevant when an individual is seeking entrance to a training program, but a reading level result may be important.

Once the individual has been provided with sufficient information regarding the collection, use and sharing of information in the initial assessment process, the individual must also be given an opportunity to give or deny consent to the collection, use and sharing of information.

IMPLEMENTATION OF THE MODEL

When implementing the initial assessment model, organizations need to keep in mind the guiding principles and best practices (refer to Appendix II) identified in this document. These principles and practices must inform all assessment activities.

While the model provides the framework for the assessment process, specific implementation strategies will vary for each organization according to internal policies and operating procedures. The framework also recognizes the varied resources (human and financial) of each organization. The availability of these resources will influence the level of services provided and the type of assessment tools that are used.

At a minimum, it is expected that all organizations will implement the following activities:

- gather the required data and adopt the use of individual profiles as described on pages 12-13 and in Appendix III;
- provide the minimum level of service as described in the Initial Assessment Model on page 11 and have at a minimum one in-person consultation as described on page 15 of this document.
- develop written policies and procedures for the collection, securing and sharing of information that are consistent with relevant legislation and are based on the Canadian Standards Association Model;
- use a formative evaluation process during framework implementation; and
- be a source of reliable and consistent data when sharing data with subsequent organizations.

The key to implementation of an effective assessment process is organizational commitment.

The first step that organizations may take to implement this plan is to establish a local focus/work group that will be responsible for leading the implementation of the framework. This working group would determine what resources are required, who needs to be involved, assign tasks, develop timelines and maintain ongoing responsibility for the project.

The following are some areas an organization needs to consider when implementing the initial assessment model:

- Designate an individual or several individuals who are at "arms length" from any program area to be responsible for management of information for the organization. All data sharing arrangements, forms and policies that are developed should be scrutinized by this individual and by legal counsel.
- Assess your organization's current processes and procedures to determine what is already being done with respect to assessment services, data collection and information sharing.
- Within the resources of the organization, determine what needs to be changed or added to implement the model effectively.
- Establish an evaluation team that is responsible for developing a formative evaluation process. The evaluation process is discussed further on page 21 and in Appendix VII of this document.
- Conduct an assessment of staff qualifications and other support resources available to the organization.
- Identify assessment activities that can competently and ethically be conducted in-house with existing resources and those activities that should be referred to other resources available in the community.
- Explore information-sharing arrangements and mechanisms with stakeholders and partners.
- If needed, develop appropriate forms for the Individual Profile, consent forms.
- Develop written procedures with respect to roles and responsibilities in the initial assessment model.
- Develop written policies, practices and protocols for the management of personal data.
- Establish an in-service or professional development strategy to ensure staff understand the model, can provide feedback to guide the implementation process, are trained to use the model, become familiar with the Individual Profile and consent forms, and are clear about their roles and responsibilities.
- Establish implementation timelines.

Evaluation

"Evaluation is the reflective link between
the dream of what should be and the reality of what is"
(Saskatchewan Human Services: Interagency Projects: An Evaluation Guide)

Evaluating the impact and effectiveness of programs and services is critical to providing quality services to the public in general and to individuals accessing service at our organizations. Evaluations help to inform our practice, tell us what is working and how things might be improved. This information may be used to make informed decisions about whether to continue, modify or change a program or service.

Effective evaluations use a systematic process, involve a broad range of participants, are consistent with the values and objectives of the organization and have a clearly articulated purpose.
(Saskatchewan Human Services: Working With Communities)

Evaluation of the Initial Assessment Framework should occur in two areas:

1. Formative evaluation completed by Basic Education and Related Programs service providers/organizations.[6]

A formative evaluation that complements and supports the implementation of the initial assessment framework must be conducted by each individual organization. Information gathered during the evaluation may be used to improve implementation of the framework, to develop more responsive policies and procedures and to formulate new operational strategies for intake and assessment.

Formative evaluations are generally conducted when new programs are developed or when existing programs or services are changed or improved. Formative evaluations are designed to run simultaneously with the implementation of program changes. These evaluations are particularly valuable because they provide information that may be used immediately to refine or improve the program as changes are being implemented. Formative evaluations also help to ensure that the program or service is appropriate and effective for individuals receiving service and for organizations providing service.

[6] Organizations include: Dumont Technical Institute, community-based organizations, Saskatchewan Indian Institute of Technology, Regional Colleges, the Saskatchewan Institution of Applied Science and Technology, and Canada-Saskatchewan Career and Employment Services.

When conducting a formative evaluation, organizations should form an evaluation team or committee that is responsible for the evaluation. This committee must design an evaluation plan that includes minimum activities described on page 19 of this document. Each organization must identify data collection tools and ensure that staff has received training and/or information on the intake assessment framework and the associated evaluation process. The evaluation plan that is developed should outline a method to identify and document evaluation insights by staff and should include a mechanism to make changes based on those insights within a reasonable time frame.

2. Province-wide Evaluation

The Department of Learning will conduct an evaluation to determine to what extent organizations throughout the province have adopted the initial assessment framework. This evaluation will assess the extent to which organizations have implemented the activities outlined on page 19 of the framework. In addition, the evaluation will identify the overall effects or outcome of the initial assessment framework on placements, waitlists, information transfer, consistency and speed of data collection and convenience for both individuals and staff. Information about the implementation process itself, the problems or successes experienced by organizations during implementation and any changes/modifications that were made to more smoothly implement the framework will be gathered as well.

Data collection for this evaluation will be completed by December 15, 2004. An evaluation framework is attached in Appendix VII.

Results of the province-wide evaluation will be compiled into a final report and distributed to organizations throughout the province. The report will include information such as "best practices/lessons learned", the benefits and drawbacks of the model and recommended next steps. This report may be used as a tool by organizations to make informed decisions about programs, processes and policies.

APPENDICES

Appendix I - Terms and Definitions

Assessment is the respectful, systematic process for gathering academic, career and personal information with individuals in order to make decisions about the provision of programs and/or services.

Best Practices are examples of action/activities or recommended action/activities used in the assessment process.

Career Services are programs, products and strategies that assist individuals with the process of career planning and decision-making.

Community Based Organizations (CBOs) are non-profit organizations registered with Saskatchewan Justice, Corporations Branch. They are non-government, third-party organizations supported by a community and delivering services directly to the community. "Community" can mean a geographic community, (e.g., southwest Saskatchewan) or a client community (e.g., persons with disabilities).

Employment Services are programs, products and strategies that assist individuals with the process of obtaining employment.

Evaluation is a form of analysis undertaken to help managers make decisions about current or future programs or initiatives to determine how well they are working and to identify reasons for success or failure. Evaluation is a systematic process of determining the significance or amount of success a particular program or service had in terms of cost, benefits, and goal attainment. It is also a process that assesses adequacy of performance, the appropriateness of the stated goal, the feasibility of attaining it, as well as the value or impact of the unintended outcomes.
(Shelley Borys, from material provided at the *Introduction to Program Evaluation: Workshop for Human Resources Development Canada*, March, 1998.)

Formal Assessment Tools are commercially developed tests that are designed to be given under specified standard conditions.

Formative evaluation is performed during the development or implementation of a project help developers modify or improve the project.

Framework is a basic system or an essential supporting structure.
(The Concise Oxford Dictionary. Eighth Edition. Clarendon Press: Oxford, 1990.)

Guiding Principles are the values and belief/truth statements that guide planning and decision-making in the assessment process.

Individual Profile is a collection of documents relevant to a person and consists of a framework for the systematic collection of data that is needed in order to provide appropriate services to individuals.

Informal Assessment Tools are usually non-commercial tests that have been developed by programs or instructors to determine the instructional needs of learners and to measure learner progress. (Adapted from Intake and Assessment Processes for Literacy Programs in Saskatchewan, Saskatchewan Literacy Network)

Initial Assessment is the segment of assessment that is initiated by the first contact (request for program or service) and ends with decision-making (recommendation and /or referral).

The **Initial Assessment Model** is a graphic representation of the philosophical base upon which best practices, activities, processes, policies and/or procedures are established.

Mandate is the role that explains what the organization is permitted to do and its responsibility and accountability to other organizations/individuals.

Objective is a statement of specific results to be achieved over a specified period of time. It answers both "what" and "when", quantitatively.
(Enhancing Accountability For Performance: A Framework And An Implementation Plan, Second Joint Report. Auditor General of British Columbia, Deputy Minister's Council. April 1996.)

An **Organization** is an institution, service provider, agency which receives the majority of its funding from a government agency. Within the post-secondary education sector this includes, but may not be limited to, Regional Colleges, institutes (Saskatchewan Institute of Applied Science and Technology, Saskatchewan Indian Institute of Technology, Dumont Technical Institute), Canada-Saskatchewan Career and Employment Services and community-based organizations.

Process is the method/means/procedures of operations that guides and regulates activities. Formal process is usually outlined in policy or operational guidelines.

Qualified Personnel include career counselling practitioners, instructors, or those staff members with specific credentials to provide counselling and/or interpret test results.

Qualitative Data are observations that are categorical rather than numerical, and often involve attitudes, perceptions and intentions.

Quantitative Data are observations that are numerical.
(Program Evaluation Methods: Measurement and Attribution of Program Results. Program Evaluation Branch, Office of the Comptroller General, January, 1991.)

Standardized Tests are assessment instruments that are designed to be administered under specified standard conditions.

Training Program (may also be referred to as a program) is a set of activities, courses, or modules having clearly defined curriculum and graduation requirements. (Program Evaluation Methods: Measurement and Attribution of Program Results. Program Evaluation Branch, Office of the Comptroller General, January, 1991.)

Appendix II – Best Practices for Initial Assessment

The Best Practices included in this document are intended to provide a guideline for the development and enhancement of common initial assessment practices and procedures. They reflect what delivery organizations have found to be most effective and are supported by further research into current approaches[7]. As implementation and evaluation of the initial assessment model occurs, new learnings may be added to these best practices.

1. Assessment processes and structures honour guiding principles and reflect good practice.

   - Assessment is an on-going, developmental process that includes a confidential, one-on-one interview with the individual.
   - Individual goals are identified, reviewed and modified to meet the changing needs and confidence of the individual and to determine the progress toward identified goals.
   - Assessment is positive and participatory; the individual takes part in decisions that are made.
   - Follow-up to assessment gives individuals information that raises their levels of awareness and confidence about learning and promotes self-directed learning.

2. Processes and structures are in place to ensure that assessments take a variety of forms, are based on many sources of information, and are fair to all individuals.

   - Assessment standards, tasks and procedures are fair to all individuals.
   - Assessment instruments and methods are culturally-sensitive and appropriate for individuals requesting service.
   - Staff is qualified to select assessment tools to best meet individual needs.
   - Various techniques are used to assess the individual's skill and knowledge levels and may include written and oral assignments or development of a portfolio.

3. Processes and structures are in place to ensure that assessment procedures and the assessment environment respect the individual's choice to participate and will have a positive impact on the individual.

   - Individuals are informed that assessment is voluntary and that individual assessment results are not released without their written permission.
   - Individuals are told whether preparation for assessment activities would be helpful and are given appropriate support in preparing for those activities.

[7] Two foundational sources for Best Practices include the Saskatchewan Literacy Network's *Best Program Practices* and Fast's *A Standardized Student Intake Assessment Process for Basic Education.*.

- Assessment tools and processes are explained to individuals and written permission is given before the assessment tool is administered.
- Feedback on assessment results is given in a diagnostic manner and increases the individual's understanding of self. The feedback facilitates opportunities for learning and enhances the individual's ability to make decisions.
- Results of assessments are used to inform instructional strategies and learning needs.

4. The assessment exercises or tasks are valid and appropriate representations of the standards individuals are expected to achieve.

   - Canadian instruments or those with Canadian-normed or adult-normed populations are used when available.
   - The assessment process is reliable and valid (consistently measures what it purports to measure).
   - Assessment methods and tests are current and reflect knowledge in the field.
   - Educational standards for a program, specifying what individuals should know and be able to do, are clearly defined before assessment procedures and exercises specific to placement in that program are developed. Where applicable, instructors are involved in designing and using the assessment procedures. Results are understandable and implications for instructional styles and learning styles clearly outlined.

5. Organizations must ensure that staff has the appropriate training and experience. Special certification is required to administer some assessment tools and some standardized instruments require specific levels of staff qualifications (e.g., Masters of Education, Registration with Saskatchewan College of Psychologists with Authorized Practice Endorsement).

•

6. Data is collected, stored and managed in a professional manner, maintaining confidentiality.

   - Determining the type of information that needs to be stored and the timeline for storage of the information should be part of the assessment plan.
   - Personal information that is collected by an organization must be maintained by the organization. An appropriate policy regarding disposal of records must be developed. Organizations may want to refer to the Saskatchewan Archives Act or the Canadian Standards Association Model (AppendixIV) for guidance.

7. The assessment process and the impact of the process are subject to ongoing review and evaluation. The results are used to improve procedures, to select new assessment tools, and to inform practice to ensure that individual needs are being met.

Appendix III – Individual Profile

An Individual Profile is a collection of documents relevant to a person and consists of a framework for the systematic collection of data that is needed in order to provide appropriate services to individuals. This data also facilitates the appropriate placement of individuals in programming.

The information collected for the profile is categorized into five sections that have increasing levels of personal information. The five sections include:

- **Section A: Release Form** – A release form must be signed to authorize the administration of tests and/or the release of information to a specific organization. The release must specify that the individual understands the nature of the test and in the case of information sharing, what information should be shared and who should receive the information.

- **Section B: Baseline Information** – This data will provide a general overview of the individual's circumstances. This is the minimum data that is required to effectively assess an individual. With the appropriate consent, specific portions of this data may be shared among organizations.

- **Section C: Detailed Personal Information** – This section contains standardized test results, demographic information, reasons for leaving employment and other detailed and personal information about a person. Portions of this information may be shared for a specific purpose with the consent of the individual.

- **Section D: Challenges or Accommodations** – This section may include social history, disability-related information or other very personal information. This information is personal and confidential and normally would not be shared with other organizations.

- **Section E: Action Taken** – This section contains information on the action taken by the individual, the recommendations of the counsellor and any referral that has been made on behalf of the individual. This information may also be shared among organizations with permission from the individual.

Individual Profile

✔	**Section A: Release Form** A release form must be signed by the individual to authorize the administration of tests and/or the release of information to a specific organization. The release must specify that the individual understands the nature of the test and in the case of information sharing, what information should be released and who should receive it. Release forms cannot be post dated, must be specific to a program or service and should be regularly reviewed. Please see Appendix V for sample release forms.
	Permission to administer a test • A copy of this release is on the individual's file.
	Permission to release of specific personal information • A copy of this release is on the individual's file. Describe:

✔	**Section B: Baseline Information** This is the information that is required to begin an effective assessment. When an individual requests services from another organization, this data may be provided to subsequent organizations with the informed consent of the individual.
1. Personal Information	
	Date of contact
	Reason for contact
	First name
	Middle name
	Last name
	Former/Other names used
	Current address (Street Address, City, Postal Code)
	Telephone number
	Date of birth
	First language
	Gender
2. Employment History	
	Work experience (job title and duties)
	Years of work
	Resume provided ____ yes ____ needs assistance to write resume
	Volunteer experience
	Other experience

3. Education History	
	Elementary/High School
	Highest full grade completed
	Year of completion
	Name/location school
	Transcripts ____ requested ____ on file
	Other Training Courses
	Year of completion
	Name/location of school
	Transcripts ____ requested ____ on file
4. Academic Skills	
	Formal assessments (name of standardized test, name of assessor, test type, date administered)
	Informal assessments (writing samples, self assessment checklists, data, date)
	Entrance exam (type of test, date and location)
5. Career Exploration Activities	
	Research completed (information interview, volunteer or paid work etc)
	Career assessment tools (test name, type, date, tester)
6. Career Plan	
	General career/employment objective

✔	**Section C: Detailed Personal Information** The subheadings in this category mirror the headings in Section B but provide additional information that supplements the baseline data. Information such as test results, reasons for leaving employment and personal demographic information is displayed. This information may be collected from an individual and used internally to provide appropriate services. Portions of this information may be shared with another organization with the consent of the individual.

1. Personal Information	
	Permanent address
	Alternate contact person
	Emergency contact person
	Social Insurance Number
	Number of dependants
	Marital status
	Status: Métis, Treaty, etc.
	Disability
	Single parent
	Income source
	Funding source or sponsor

2. Employment History	
	Work experience (job title and duties)
	Reasons for leaving
3. Educational History	
	Grade(s) repeated
	Year learning disability/difficulty identified
	Specialized interventions/strategies used
4. Academic Skills	
	Results of formal assessments (standardized tests)
	Results of informal assessments (writing samples, self assessment, date)
	Results of entrance exams (type of test, and location)
	Identified learning disabilities
	Nature/ effects of disability
	Accommodations required
5. Career Exploration Activities	
	Results of research activities
	Results of career assessment tools
	Interpretation
	Strengths
	Challenges/barriers
6. Career Plan	
	Career/employment objective #1
	Career/employment objective #2
	Short and long term steps or milestones to achieve career objective
	Academic training needed to achieve objective
	Employment or work experience needed to achieve objective

✔	**Section D: Challenges or Accommodations** This section may include social history, disability information, family issues, health history, school conflicts, or other data that is gathered by qualified personnel within the organization. This information may be used to overcome specific challenges and enhance the individual's potential for success. This information is personal and confidential and not normally shared within the organization or with other organizations. Exceptions may be made with the specific permission of the individual.
	Specialized equipment required
	Other needs
	Issues
	Counselor notes and comments

✔	**Section E: Action Taken** This section contains information on the action taken by the individual, the recommendations of the counsellor and any referral that has been made on behalf of the individual.
	Action taken by individual
	Recommendations
	Referral

Appendix IV – Canadian Standards Association Model

Canadian Standards Association Model Code for the Protection of Personal Information

This CSA code is a nationally recognized standard for the protection of personal information. This is a voluntary standard that may be adopted by organizations to develop policies and practices that control the amount, use and disclosure of personal information. The following ten interrelated principles form the basis of the code.

1. **Accountability**
   An organization is responsible for personal information under its control and shall designate an individual or individuals that are accountable for the organization's compliance with the following principles.

2. **Identifying Purposes**
   The purposes for which personal information is collected shall be identified by the organization at or before the time the information is collected.

3. **Consent**
   The knowledge and consent of the individual are required for the collection, use, or disclosure of personal information, except where inappropriate.

4. **Limiting Collection**
   The collection of personal information shall be limited to that which is necessary for the purposes identified by the organization. Information shall be collected by fair and lawful means.

5. **Limiting Use, Disclosure, and Retention**
   Personal information shall not be used or disclosed for purposes other than those for which it was collected, except with the consent of the individual or as required by law. Personal information shall be retained only as long as necessary for the fulfilment of those purposes.

6. **Accuracy**
   Personal information shall be as accurate, complete, and up-to-date as is necessary for the purposes for which it is to be used.

7. **Safeguards**
   Personal information shall be protected by security safeguards appropriate to the sensitivity of the information.

8. Openness

An organization shall make readily available to individuals specific information about its policies and practices relating to the management of personal information.

9. Individual Access

Upon request, an individual shall be informed of the existence, use, and disclosure of his or her personal information and shall be given access to that information. An individual shall be able to challenge the accuracy and completeness of the information and have it amended as appropriate.

10. Challenging Compliance

An individual shall be able to address a challenge concerning compliance with the above principles to the designated individual or individuals accountable for the organization's compliance.

For more information refer to the Canadian Standards Association website at
www.csa.ca

or contact at:

178 Rexdale Boulevard
Toronto, Ontario
M9W 1R3
Tel: (416) 747-4044
1-800-463-6727
Fax: (416) 747-2510

Appendix V – Sample Release Forms

PERMISSION FOR RELEASE OF INFORMATION TO BASIC EDUCATION STAFF

I, _____, give (insert name of Instructor/Counsellor) permission to share the following information with my instructors and the Basic Education professional staff at (insert name of institution). This also allows (insert name of organization) to use my test results, without identifying me, for research and follow up of their programs.

Consent to Release the Following:

_____

Individual: _____ Witness: _____
(signature) (signature)

Instructor: _____ Date: _____
(signature)

PERMISSION TO ADMINISTER TESTS

I, _____, acknowledge that I understand the nature of the (enter name of test) and, based on my understanding, I agree to complete it.

I understand that my test results may be shared through group presentation and individual interviews. Results will only be used by (insert name of counsellor, instructor or organization to help develop my educational/career plan.

Individual: _____ Witness: _____
(signature) (signature)

Instructor: _____ Date: _____
(signature)

PERMISSION FOR RELEASE OF INFORMATION TO SPONSOR

I, _____, give the (name of instructor, counsellor, organization) permission to share information with, (insert name of sponsor) regarding my educational/career and test results.

Individual: _____ Witness: _____
(signature) (signature)

Instructor: _____ Date: _____
(signature)

PERMISSION FOR RELEASE OF INFORMATION

I, _____, give the (insert name of instructor/counsellor.organization) permission to share information with my physician, (insert name of physician) information regarding my educational/career plan and test results. I also give my physician, (insert name of physician) permission to share any medical and psychiatric history that would be relevant to my education.

Individual: _____ Witness: _____
(signature) (signature)

Instructor: _____ Date: _____
(signature)

The above sample release forms are intended to be used to assist organizations to develop their own consent forms that are appropriate for their organization. Draft consent forms should be reviewed by legal counsel prior to being used. Appropriate regulatory bodies may provide advice when specific forms or questions are being developed.

Appendix VI – Assessment Tools

Assessment tools may be used to obtain information about an individual's strengths, challenges, accomplishments and abilities. This information may be compiled, analysed and used to assist an individual to make training, educational or career-related decisions. A sound assessment process should include a combination of carefully-selected assessment tools. Results from all sources should be included within the Individual Profile.

Informal Assessment

Informal assessment tools are usually non-commercial tests that have been developed by programs or instructors to determine the instructional needs of learners and to measure learner progress. These tools are designed and used to address a specific need of a program, learner or instructor.[*] Informal assessments provide a flexible method of gathering information about learners.

Informal assessment tools may include but are not limited to:

checklists	essays	oral readings
portfolios	interviews	demonstrations
work samples	self-evaluations	portfolios
short answer questions	performance charts	

The *Learner Centered Intake and Assessment Processes for Literacy Programs in Saskatchewan* resource manual (Saskatchewan Literacy Network, October, 2001) provides an excellent sampling of informal assessment tools that may be appropriate for initial assessment. This manual also provides an extensive list of resources relating to selection of appropriate assessment tools for adult learners.

Formal Assessment

Formal assessment tools are usually commercially-developed standardized tests. A standardized test must be administered under *standard conditions* (e.g., time limits, noise levels, text anxiety, demographic group) to obtain a sample of learner behaviour that can be used to make inferences about the learner's ability. Sticht (1999) indicates that the purpose of standardized conditions is to try to hold constant all factors other than the ability being studied so the result is valid. The results will be invalid if the test is administered incorrectly.

[*] Adapted from *Intake and Assessment Processes for Literacy Programs in Saskatchewan.*

A variety of standardized tests are currently being used in adult literacy programs throughout North America. According to Kruidenier (February 2002), the most frequently used standardized tests in adult literacy programs include: The Test of Adult Basic Education (TABE), the Adult Basic Learning Examination (ABLE), the Wide Range Achievement Test (WRAT), the Comprehensive Adult Student Assessment System (CASAS) and the Slosson Oral Reading Test (SORT). The above tests are commonly used, but may or may not be suitable for basic education and related programs in Saskatchewan. A careful review of these tests and others must be completed to ensure the most appropriate tools are used by organizations.

It is important to note that special certification is required to administer some assessment tools and some standardized instruments require specific levels of staff qualifications (e.g., Masters of Education, Registration with Saskatchewan College of Psychologists with Authorized Practice Endorsement). If the organization does not have staff qualified to administer the test and interpret the results, an alternate instrument may need to be chosen, or the individual will need to be referred to another agency or professional in the community.

Multiple Assessment Tools

Organizations should aim to choose a variety of assessment methods that are appropriate for the demographic and educational background of the learners as well as the program objectives and curriculum. The use of only one assessment tool will not adequately assess the strengths, challenges and experiences of an individual. A decision to place an individual in a training course or program should not be made solely on the results of only one type of assessment. Imel (1990) states:

> *Because of the variety of learner goals and accomplishments, multiple methods of assessment seem logical. Such an approach provides learners, teachers and other stakeholders with multiple views of learner accomplishments.*

Selection of Assessment Tools

Organizations are responsible for developing their own initial intake and assessment policies and procedures and for selecting appropriate assessment tools. All assessment tools must be selected, administered and interpreted using professional and ethical standards.

- The goals of each individual should dictate the type of information gathered and the assessment tools that are chosen. For instance, an individual whose goal is to enrol in a specific credited academic program may be assessed differently than an individual who is interested in developing basic literacy skills.

- The assessment tool selected must correspond to the skills/competencies needed for a specific program or service. For instance, a general knowledge test is unlikely to be appropriate or provide the right type of information to correctly assess and place a person in an English as a Second Language program.

- Many individuals have specific challenges and needs that must be accommodated during initial intake and assessment. Any test given must be appropriate for each individual situation. A host of factors including learning disabilities, test anxiety and other issues related to demographics must be taken into consideration when selecting assessment tools.

Nurss (1989) proposes the following questions be used when selecting assessment instruments for use in adult literacy programs:

- What is the purpose of the assessment?
  - Is the assessment instrument appropriate for use with adults?
  - How reliable, valid, and practical is the instrument?
  - Is the instrument culturally sensitive?
  - Is there congruence between the instrument/approach and the instruction?

Resources

A list of assessment references and two charts with examples of assessment instruments are included on pages 42-51 of this appendix. The first chart lists the assessment tools that have been approved for use by the Pennsylvania Bureau of Adult Basic Literacy Education. The second chart was developed by the Assessment Review Committee of Regional Colleges/SIAST and includes a variety of assessment instruments that are currently being used in the Saskatchewan.

The resource lists on the following pages are intended to provide organizations with information that may be useful as a starting point when they begin to select assessment tools. The Initial Assessment Framework is not endorsing or requiring the use of any specific assessment tools or methods of assessment.

Each organization must conduct its own research and select the most appropriate assessment tools for its organization, its programs and services and its adult learners.

Assessment References

Canadian Psychological Association (1996). *Guidelines for educational and psychological testing*. Ottawa, Ontario: Author.

Imel, S. (1990). Adult literacy learner assessment. Available from: ERIC Document Reproduction Service No. ED325658.

Joint Committee on Testing Practices (1999). *Rights and responsibilities of test takers: Guidelines and expectations*. Washington, DC: Author.

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Moran, J. (2001). *Assessing adult learning: A guide for practitioners, revised edition.* Melbourne. FL: Kreiger Publishing.

National Steering Committee for Career Development Guidelines (2001). *Canadian standards and guidelines for career development practitioners*. Ottawa, Ontario: Author.

Nurss, J.R. (1989). *Assessment models and instruments: Adult populations*. Atlanta, GA: Center for the Study of Adult Literacy, Georgia State University.

Rickard, P. (1991). Assessment in adult literacy programs. Available from: ERIC Document Reproduction Service No. ED337575.

Rudner, L. (1994). Questions to ask when evaluating tests. *Practical Assessment, Research and Evaluation*. College Park, Maryland: ERIC Clearinghouse on Assessment and Evaluation and the Department of Measurement, Statistics and Evaluation, University of Maryland.

Saskatchewan Literacy Network (2001). *Learner centred intake and assessment processes for literacy programs in Saskatchewan*. Saskatoon, SK: Author.

Sticht, T.G. (November 1999). *Testing and accountability in adult literacy education.* El Cajon, CA: Applied Behavioral and Cognitive Sciences, Inc.

Van Horn, B. (1996). Assessment and adult learners: Getting the most from standardized and informal assessment instruments. Available from: ERIC Document Reproduction Service No. ED407543.

Adult Assessment Instruments

Pennsylvania Bureau of Adult Basic Literacy Education

Instrument	Appropriate For	Areas Assessed	Competency-based or skills based	Publisher Information
Tests of Adult Basic Education (TABE) 7 & 8	Beginning to advanced ABE/GED focused learners	Reading, Mathmatics, Spelling, Language	Skills-focused	CTB/McGraw-Hill 20 Ryan Ranch Road, Monterey, CA 93940-5703 www.ctb.com
Woodcock Reading Mastery Test-Revised	Beginning to low-intermediate ABE	Word identification, work attack, word comprehension, passage comprehension, total reading	Skills-focused	American Guidance Services 4201 Woodland Road PO Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com
Wonderlic Basic Skills Test	High-intermediate to secondary level ABE.GED work focused	Verbal Skills, Quantitative Skills	Skills-focused	Wonderlic, Inc. 1795 N. Butterfield Road Libertyville, IL 60048-1238 800-323-3742 www.wonderlic.com
Official GED Practice Tests	High-intermediate to secondary level GED focused	Language Arts, Reading; Language Arts Writing; Mathematics, Social Studies, Science	Skills-focused	Steck-Vaughn PO Box 690789 Orlando, FL 32819-0789 800-531-5015 www.steck-vaughn.com

Instrument	Appropriate For	Areas Assessed	Competency-based or skills based	Publisher Information
Comprehensive Adult Student Assessment System (CASAS) Employability Competency System	Beginning to advanced ABE or ESL, work focused	Reading, Math and Listening	Competency-based	www.CASAS.org CASAS requires that agencies be trained to purchase or use materials.
Comprehensive Adult Student Assessment System (CASAS) Life Skills System	Beginning to advanced ABE or ESL	Reading, Math and Listening	Competency-based	www.CASAS.org CASAS requires that agencies be trained to purchase or use materials.
Basic English Skills Test (BEST)	Beginning to low-intermediate ESL	Oral Skills Section, Literacy Skills Section	Competency-based	Center for Applied Linguistics 4646 40th St. NW Washington, DC 20016-1859 (202) 262-0700 best@cal.org
Secondary Level English Proficiency Test (SLEP)	Intermediate to advanced ESL	Listening Comprehension, Reading Comprehension	Skills-focused	Educational Testing Service P.O. Box 6155 Princeton, NJ (609) 683-2078

Assessment Tools Resource Inventory

The Assessment Review Committee, Regional Colleges/SIAST (June 2001) compiled this list of assessment tools that are currently used in Saskatchewan.

1. Standardized Achievement/Basic Skills Tests

Name	Purpose	Qualifications to Administer	Source
CAAT Canadian Adult Achievement Test	A test of basic skills. Used by some colleges as a placement test.	B.Ed. Preferred	Houghton-Mifflin Co. or Nelson Canada (http://assess.nelson.com/nelson/assess/group/crbs-khs.html)
CTBS Canadian Test of Basic Skills	A test of basic skills. Used by some colleges as a placement test. Norm referenced on youth.	B.Ed. Preferred	Harcourt Brace Canada Tel: 1-800-387-7278 Fax: 1-800-665-7307
WRAT 3 Wide Range Achievement Test	A test to identify deficits in reading, spelling, and arithmetic.	B. Ed. Required plus other training may be necessary.	The Psychological Corporation (Harcourt Canada) 55 Horner Ave. Toronto, ON M8Z 4X6 Tel: 1-800-664-7307 www.hbtc.com/tpccanada
Woodcock Johnson Tests of Achievement	An individually administered diagnostic test to determine academic strengths and weaknesses.	B. Ed. Required plus other training may be necessary.	Nelson/Thomson Learning 1120 Birchmount Road Toronto, ON M1K 5G4 1-800-268-2222 www.nelson.com
Wonderlic Basic Skills Test	Used to identify clients for entry-level jobs and career training.	Certification	Wonderlic Personnel Test, Inc. Libertyville, Illinois
CARA Canadian Adult Reading Assessment	Reading placement and diagnostic information and identifies reading patterns.	B.Ed Preferred or CARA Training	Grass Roots Press Box 52192 Edmonton, AB T6G 2T5

Name	Purpose	Qualifications to Administer	Source
			(705) 413-6491
Nelson Denny Reading Test	Measures reading skills.	B.Ed. Preferred	Nelson/Thompson Learning 1120 Birchmount Road Toronto, ON M1K 5G4 1-888-268-2222 www.nelson.com
Woodcock Diagnostic Reading Battery	Reading Achievement Test-provides a diagnostic test that assesses reading achievement & important related abilities	B.Ed. Required	Nelson/Thompson Learning 1120 Birchmount Road Toronto, ON M1K 5G4 1-888-268-2222 www.nelson.com
Bader Reading and Language Inventory	Measures reading, spelling, phonics, and writing skills.	Teaching Certificate	MacMillian Canada
PPVT III - Peabody Picture Vocabulary Test	Measures language and receptive (hearing) vocabulary skills.	Special Training Required	Psycan www.agsnet.com
TOAL 3 Test of Adult Language	Measures written receptive, spoken, and expressive language and reading skills.		Foothills Educational Materials P.O. Box 71052 SSPO Calgary, AB T3B 5K1 1-877-244-5994
TOMA 2 Test of Mathematics	Used to test mathematics ability in computation and problem solving as well as attitude, vocabulary, and general application of math concepts in real life.		Foothills Educational Materials P.O. Box 71052 SSPO Calgary, AB T3B 5K1 1-877-244-5994
Boder Test of Reading-Spelling Patterns	Tests difficulties in reading and spelling patterns.		The Psychological Corporation (Harcourt Canada) 55 Horner Ave. Toronto, ON M8Z 4X6 Tel: 1-800-665-7307 www.hbtc.com/tpcanada

2. Learning Styles Assessment Instruments

Name	Purpose	Qualifications to Administer	Source
Learning Styles Inventory	Students learn what their preferred method of learning is. Appropriate for students with varied reading levels.	Knowledge and experience with learning styles within an academic setting. Good facilitation skills.	Performance Learning Systems 224 Church Street Nevada City, CA 95959 1-800-526-4630 www.plsed.com
Myers Briggs Type Indicator	Personality type indicator. Students gain insights in the areas of sensory preferences, preferred process of organizing information, and relational styles	Special Certification Required. Training Cost- $980 (US)	Consulting Psychologists Press, Inc. or Career/Life Skills Resources, Concord, ON 1-877-680-0200 www.clsr.ca
Bringing Literacy Within Reach	Informal assessment tool for screening reading, writing, spelling and numeracy using interviews, observation and checklists.	Teaching Certificate	Learning Disabilities Inc.
SOLAT your learning Style & Thinking	Indicates student's learning strategy & brain hemisphere preference in problem-solving.	B.Ed. Preferred	Testing Materials Resource Book or www.psychtest.com

3. Cognitive / Intellectual Assessment

Name	Purpose	Qualifications to Administer	Source
Raven's Standard Progressive Matrices	Measures nonverbal reasoning and problem solving. Individual and group testing. Useful with students with limited English proficiency.	Graduate level classes in testing and assessments, other qualifications may also apply.	The Psychological Corporation (Harcourt Canada) 55 Horner Ave. Toronto, ON M8Z 4X6 Tel: 1-800-665-7307 www.hbtc.com/tpccanada

Name	Purpose	Qualifications to Administer	Source
WAIS III Wechsler Adult Intelligence Scale	Individually administered test to measure general cognitive abilities. Required testing in diagnosing learning disabilities.	Post-graduate level classes in educational Psychology (advanced level courses in testing), other qualifications may also apply. Registration with Saskatchewan College of Psychologists with Authorized Practice Endorsement.	The Psychological Corporation (Harcourt Canada) 55 Horner Ave. Toronto, ON M8Z 4X6 Tel: 1-800-665-7307 www.hbtc.com/tpccanada
Woodcock Johnson Psycho Educational Battery- III	Measures achievement and cognitive ability.	Qualifications similar to WAIS III, see above	Nelson Canada 1120 Birchmount Road Toronto, ON 1-800-268-2222 www.nelson.com
WMS 111 Wechsler Memory Scale	Tests visual & auditory memory	See above	The Psychological Corporation (Harcourt Canada) 55 Horner Ave. Toronto, ON M8Z 4X6 Tel: 1-800-665-7307 www.hbtc.com/tpccanada
Rey's Figures Test	Measures visuospatial ability and memory.	Graduate level classes in testing and assessments, other qualifications may also apply.	The Psychological Corporation (Harcourt Canada) 55 Horner Ave. Toronto, ON M8Z 4X6 Tel: 1-800-665-7307 www.hbtc.com/tpccanada
Slingerland Screening Test	Screening for L.D.	B.Ed. knowledge of Learning Disabilities	Testing Material Resources book

4. Personality/Behavioral/Attention Deficit Hyperactivity Assessment

Name	Purpose	Qualifications to Administer	Source
BADDS Brown Attention Deficit Disorder Scales	To determine attention deficit characteristics.	Training in assessment	Testing Material Resources book
Wender-Utah Rating Scale	To determine attention deficit characteristics.		Book by Paul H. Wender (1995) *Attention Deficit Hyperactivity Disorder in Adults* Oxford University Press Dr. Wender is from the University of Utah School of Medicine, Salt Lake City Utah.
Copeland Rating Scale	To determine attention deficit characteristics.	Training in assessment	Testing Material Resources book
Millon Multi Axial Inventory	Screening for psychiatric disorders such as depression, anxiety, and drug and alcohol dependence.	PhD in Psychology	Testing Material Resources book
SASSI	Screens for substance abuse (drugs and alcohol).	Certification	Testing Material Resources book
ADD Checklist	To test adults for attention deficit.	Formal qualifications not indicated	Book by Weiss *Attention Deficit Disorders in Adults*
ADHD Book and Clinical Workbooks	Handbook for diagnosing ADHD and a clinical workbook that includes rating scales, a self report, other reporting instruments and continuous performance tests.		Book and Workbook by Russell Barclay and Kevin Murphy (1998), *ADHD 2nd Edition A Handbook for Diagnosis*, and a Clinical Workbook.
16PF Sixteen Personality Factors	To diagnose personality disorders. Isolates and identifies sixteen personality traits.	Certification	Multi Health Systems

5. Career Assessment Instruments

Name	Purpose	Qualifications to Administer	Source
CAPS Career Ability Placement Survey	To assess potential career abilities.	Formal qualifications not indicated	Edits Box 7234 San Diego, CA 92167
COPS Career Occupational Preference System	To assess occupational preferences for career planning.	Formal qualifications not indicated	Edits Box 7234 San Diego, CA 92167
COPES	Vocational Assessment. Compares the individual's values with values of people in various occupations.	Formal qualifications not indicated	Edits Box 7234 San Diego, CA 92167
SDS Self Directed Search – Form R	Occupational Interest Survey	Formal qualifications not indicated	Psychological Assessment Resources, Inc.
Strong Interest Inventory	Occupational Interest Survey	Degree required plus courses in assessment and testing.	Career/Life Skills Resources 116 Viceroy Road Concord, ON L4K 2M2 1-811-680-0200 www.clsr.ca
Type Focus Career Program (available at College sites co-located with Can Sask.)	Links personality traits to workplace relationship. Career options and training sources.	Site License	www.typefocus.com djwsood@typefocus.com Victoria, BC 1-250-477-6179
True Colors	Personality type indicator.	Certification Required	Career/Life Skills Resources 116 Viceroy Road Concord, ON L4K 2M2 1-811-680-0200 www.clsr.ca

Name	Purpose	Qualifications to Administer	Source
Color Spectrum	Same as above		rchubb@compusmart.ab.ca 1-780-922-6877
Choices 98	Helps clients decide work/career goals and links to educational requirements and training locations in specific province. There are 3 products elementary, junior to high school, career transitions for adults.	Site License	Bridges/Careerware www.bridges.com www.careerware.com 1-800-281-1168 Free trial and info 1-800-879-2515
Career Explorer (Best of this and Choices to be merged in the next 1 – 1 ½ years)	Same as above	Site License	Bridges/Careerware www.bridges.com www.careerware.com 1-800-281-1168
GAT B General Aptitude Test Battery	An aptitude test identifying occupations of interest to students.	Certification Required	Nelson Canada 1120 Birchmount Road Toronto, ON 1-800-268-2222 or www.nelson.com
COII Canadian Occupational Interest Survey Inventory	Determines occupational interests.		
TOWES Test of Workplace Essential Skills	Tests work essential skills in the areas of reading text, document use, and numeracy. Tests relate to *Essential Skills* www.hrdc-drhc.gc.ca/essentialskills		Bow Valley College Calgary, AB (403) 297-4929 or e-mail: cmurphy@bowvalleyc.ab.ca

Appendix VII – Evaluation Framework

Implementation and Outcome Evaluation
Initial Assessment Framework

Specific Questions	Indicators	Data Sources	Proposed Methodology
1.0 IMPLEMENTATION			
1.1 To what extent have organizations implemented the framework across the province? Were the activities described on page 19 completed?	• Number of organizations that have implemented the framework • Forms, protocols and policies that have been developed • Type and frequency of information shared with other organizations	• Staff • Individuals • Program Plan Summary (for institutions) • Policies and Procedures	• Survey • Interviews • Review Program Plan Summary • Review policies and procedures
1.2 How has the framework affected the consistency of initial assessment services in basic education and related programs in the province?	• Comparison between organizations for similarities and differences in the format and type of data collected	• Staff • Individuals	• Survey • Interviews
1.3 To what extent did organizations implement each activity: • adopt guiding principles • gather baseline data • develop individual profiles • develop policies and procedures for information	• Number and type of activities implemented by each organization	• Staff • Individuals	• Survey • Interviews

Specific Questions	Indicators	Data Sources	Proposed Methodology
collecting, sharing and management • provide minimum level of service			
1.4 What problems or successes did staff experience when implementing the framework?	• Listing of problems and successes experienced.	• Staff • Individuals	• Survey • Interviews
1.5 What changes or modifications were needed to effectively implement the framework?	• Suggested changes/modifications to implement the framework.	• Staff • Individuals	• Survey • Interviews
2.0 IMPACT			
2.1 Has the framework had any impact (positive or negative) on individuals accessing service or staff delivering service?	• Description of impact (positive or negative).	• Staff • Individuals	• Survey • Interviews
2.2 What impact has the framework had on the following: • placements • referrals • waitlists • consistency and speed of data collection • transfer of information between organizations • convenience/satisfaction for the individual and staff • decision making by the	• Number of placements and referrals before and after implementation. • Number of persons on waitlists before and after implementation • Description of improvements or inadequacies in the process • Description of consistency of data, speed of data collection before and after implementation.	• Staff • Individuals	• Survey • Interviews

Specific Questions	Indicators	Data Sources	Proposed Methodology
individual and by staff			
2.3 How flexible and responsive is the framework in meeting individual needs?	• Examples of flexibility and responsiveness.	• Staff • Individuals	• Survey • Interviews
2.4 Did the program create any unintended positive or negative results?	• Examples of positive/negative effects.	• Staff • Individuals	• Survey • Interviews
3.0 ALTERNATIVES			
3.1 What "best practices/lessons learned" can be identified to assist organizations and individuals?	• List of best practices/lessons learned.	• Staff • Individuals	• Survey • Interviews

Appendix VIII - Acknowledgements

The Basic Education and Related Programs Assessment Reference Group served in an advisory capacity and made recommendations to the department on the development of a provincial assessment framework and implementation process for individuals in Saskatchewan's basic education and career and employment service delivery system.

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